2017

MGMT 495-01 Strategic Management

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tolonend@xavier.edu

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College Mission: At Xavier’s Williams College of Business we educate students of business, enabling them to improve organizations & society, consistent with the Jesuit tradition.

Course/Instructor Information:
Class Time: TH 6:00-8:30 pm
Classroom: G29 Smith Hall
Instructor: Dawn M. Tolonen, MBA
Office Hours: Thur. 4:00-5:30 pm & by appt.

E-mail: tolonend@xavier.edu
Office Phone: 513-745-3144
Cell Phone: 513-667-4288 (call & text)
Office: 338 Smith Hall

Course Materials:
- We will use Strategic Management: Concepts & Cases; 12th Edition; Hitt; along with Cengage MindTap
- MindTap course login address: https://login.cengagebrain.com/course/MTPQJRDPSZ1H
- There are 2 versions available in the bookstore (pick 1):
  - Strategic Management: Concepts & Cases (w/MindTap Access); a loose-leaf book with MindTap access ISBN: 9781337062930
  - Strategic Management (6 month Access); completely digital option – digital book with MindTap access ISBN: 9781305627680
- Wall Street Journal (Recommended Resource)
- Harvard Business Review (Recommended Resource)
  - https://hbr.org/students

Class Format:
This course creates a process which enables students to develop the ability to integrate business function courses, such as marketing, finance, accounting, economics, and management. Via lectures, case studies, group projects and individual assignments, students learn and design strategies for sustainable competitive advantage for all types of organizations in various stages of growth in domestic and foreign markets. Classes will be composed of activities, discussions & lectures. Come to class prepared to participate!

Canvas holds our course materials & assignments. Within each module you will find topic information, all of the activities you are responsible for completing, along with due dates, instructions, and links for submitting assignments.

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. Points you earn for activities will be posted to the Canvas Grade Book. Click on the ‘Grades’ link in the course menu to view your assignment scores. Please make a habit of checking it regularly to ensure you and I are on the same page in terms of your submissions and posted grades.

The value you receive and the grade you earn are in your hands. My goal is to provide you materials and assignments that challenge your thinking, and help you learn in a safe environment while providing you transferable skills. Our journey together will be educational AND fun as long as you take responsibility for your participation and attitude.

Course Policies:
- Attendance: You are expected to attend all scheduled classes. You will miss valuable information & class time with your team if you are absent. It will affect your final grade. If you should decide not to come to class, it’s your responsibility to follow up with your team to obtain notes.
- Class Etiquette: I expect you to respect this class & your peers by behaving in a professional manner; this includes, but is not limited to, arriving on time, staying for the entire class, no cell phones, texting or web surfing, side conversations or reading that are not relevant to the class. Please leave your drones at home unless they are delivering cookies to the class. Improper behavior will result in a loss of participation points. Disruptive, rude, sarcastic, obscene or disrespectful speech or behavior have a negative impact on everyone, & will not be tolerated. If you engage in any such conduct you will be asked to leave & you will receive a zero for any work completed that day.
• **Academic Honesty**: *Any dishonesty* will result in a *grade of F* for the assignment &
    depending on the severity of the dishonesty, potentially for the entire course. Primarily,
    although not exclusively, dishonesty involves the representation of another’s work as your own. This includes plagiarism of any material you turn in as an assignment. Remember to always cite your sources.
    o Plagiarism is using the work of another as if it were your own, without enclosing the words of others in quotations.
    o Plagiarism is copying from the Internet, from a web page, or from another person without giving credit. This includes copying & pasting content from a source into the text of your paper.
    o Plagiarism is using ideas which are not your own without giving credit to the source of those ideas. Citing the source of an idea is required even if you have paraphrased the author’s words.
    o Plagiarism can be applied to ideas, research, art, music, graphs, diagrams, websites, data, books, newspapers, magazines, plays, movies, photos, & speeches.
    o If you need a refresher course on plagiarism & copyright laws, Xavier offers an online tutorial at [http://www.xavier.edu/library/xu-tutor/Preventing-Plagiarism.cfm](http://www.xavier.edu/library/xu-tutor/Preventing-Plagiarism.cfm)
• **Calendar Deadlines**: I sincerely hope you will stay in our class, but if you must drop be aware that **November 20** is the last day to withdraw from Fall classes. If you wish to drop the course, you must take positive action & submit the proper paperwork. I will not drop you from the course just because you stop attending class.
• **Due Dates**: All assignments must be submitted on or before the due date by 11:59 pm Eastern time. Late submissions will automatically receive a minimum 10% grade point reduction.
• **Make-Up Exams**: Make-up exams will only be given under extreme circumstances & with prior approval. Make-up exams will automatically receive a minimum 10% grade point reduction.
• **Communication**: O Email is the best way to contact me; I will reply within 24 hours (weekends & holidays may be an exception).
    O I will advise of any course changes & information in Canvas ‘Announcements.’ It’s your responsibility to check Canvas & email regularly.
    O I’m happy to meet with any student who needs additional assistance with this course. Please utilize office hours or see me to arrange additional time.
• **Accessibility Policy**: It is my goal that this class be an accessible & welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services & to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.
• **FERPA**: Understand that your work may be seen by others. Others may see your work when being distributed, during group project work, or if I choose to use it for demonstration purposes. There is also a possibility that your papers may be submitted electronically to another entity to be checked for plagiarism.
• **The Office of Student Success**: Available to assist you to make the most of your Xavier experience. Personal staff consultations, success coaching, referrals to on-campus Solution Centers, & guidance to effectively navigate your college experience are central to their work. Please visit [http://www.xavier.edu/student-success/](http://www.xavier.edu/student-success/) to learn more or contact them at 513-745-3036, email: studentretention@xavier.edu or visit 514 Conaton Learning Commons.
• **The Learning Assistance Center (LAC)** provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and *cura personalis*. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. [http://www.xavier.edu/learning-assistance-center/index.cfm](http://www.xavier.edu/learning-assistance-center/index.cfm).
- **The Writing Center** offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. [http://www.xavier.edu/learning-assistance-center/index.cfm](http://www.xavier.edu/learning-assistance-center/index.cfm).

- **Technical Assistance:** If you need technical assistance at any time during the course or to report a problem with Canvas, contact the HELP Desk at (513) 745-HELP/4357 or visit the [http://www.xavier.edu/ts/helpdesk/](http://www.xavier.edu/ts/helpdesk/) or contact Canvas at 855-778-9967.

**Brief Description of Graded Assignments (additional information provided on Canvas):**

- **Individual Assignments:** 570 pts (57%).
  - Attendance: If you’re not in class you can’t participate & you will miss valuable information. 100 pts.
  - ETS Exam: Each semester, students taking 495 courses are required to take the ETS exam. You will be able to choose a date from an ETS sign-up book in the Dean’s office. 50 pts.
  - MindTap Assignments: Each chapter has a corresponding ‘What Would You Do?’ video scenario & a chapter quiz. These assignments are due the Wednesday evening before class. 120 pts.
  - Tests: There are 3 tests during the semester. Tests may include multiple choice, fill in the blank, short answer and/or essay questions. 300 pts.

- **Team Project:** 430 pts (43%).
  You will prepare a comprehensive company analysis as a team and present your case to the class. Your task is to work as a team to apply our course material to a company of your choosing (company selection must be approved by me). The objective of this assignment is for you to gain experience evaluating what types of changes in strategy may be beneficial for an organization & to assess what the implications are for an organization when it decides to change its strategy. There are 7 components to your team project grade:
  - Paper 1: Provide a Porter’s five forces analysis & external environment analysis (GDPEST). 50 pts.
  - Paper 2: Provide an internal environment value-chain analysis. 50 pts.
  - Paper 4: Suggest a corporate-level strategy. Explain why you suggested such a corporate-level strategy. Describe pros & cons of your strategy choice. 50 pts.
  - Paper 5: In the final paper, revise papers 1, 2, 3, & 4 based on comments I provided. Add a one-page executive summary in the beginning & discuss the risks & benefits of your recommendations. 100 pts.
  - Team Presentation: Determined by how well you summarize your project recommendations & rationale in a presentation to the class. 100 pts.
  - Team Presentation Peer Reviews: Each team will critique the presentations of the other teams. 30 pts.

**Grade Scale:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>930 - 1,000</td>
<td>A</td>
<td>730-769</td>
<td>C</td>
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<tr>
<td>900-929</td>
<td>A-</td>
<td>700-729</td>
<td>C-</td>
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<tr>
<td>870-899</td>
<td>B+</td>
<td>670-699</td>
<td>D+</td>
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<tr>
<td>830-869</td>
<td>B</td>
<td>640-669</td>
<td>D</td>
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<td>800-829</td>
<td>B-</td>
<td>600-639</td>
<td>D-</td>
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<tr>
<td>770-799</td>
<td>C+</td>
<td>Below 600</td>
<td>F</td>
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</tbody>
</table>

- **Note on Assignments:** Throughout the course there are required, non-graded assignments designed to support the topics. Remember, learning involves more than earning a grade.
### Class Schedule:

<table>
<thead>
<tr>
<th>Week / Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 – 8/24</td>
<td>Introductions</td>
<td>Syllabus</td>
<td>GooseChase scavenger hunt</td>
<td>8/24</td>
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<tr>
<td></td>
<td></td>
<td>Preparing an Effective Case</td>
<td>Team Operating Principles</td>
<td>8/30</td>
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<tr>
<td></td>
<td></td>
<td>Analysis</td>
<td></td>
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<tr>
<td>#2 – 8/31</td>
<td>Strategy</td>
<td>Chapter 1</td>
<td>What would you do?</td>
<td>8/30</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Chapter quiz</td>
<td>8/30</td>
</tr>
<tr>
<td>#3 – 9/7</td>
<td>External Environment</td>
<td>Chapter 2</td>
<td>What would you do?</td>
<td>9/6</td>
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<tr>
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<td></td>
<td></td>
<td>Chapter quiz</td>
<td>9/6</td>
</tr>
<tr>
<td>#4 – 9/14</td>
<td>Internal Environment</td>
<td>Chapter 3</td>
<td>What would you do?</td>
<td>9/13</td>
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<td></td>
<td></td>
<td></td>
<td>Chapter quiz</td>
<td>9/13</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Team project paper 1</td>
<td>9/13</td>
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<tr>
<td>#5 – 9/21</td>
<td>Business Level Strategy</td>
<td>Chapter 4</td>
<td>What would you do?</td>
<td>9/20</td>
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<td></td>
<td></td>
<td></td>
<td>Chapter quiz</td>
<td>9/20</td>
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<tr>
<td>#6 – 9/28</td>
<td>Test 1</td>
<td></td>
<td>Test 1 covers chapters 1, 2, 3 &amp; 4</td>
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<tr>
<td>10/5</td>
<td>FALL BREAK</td>
<td>Time to work ahead!</td>
<td>Team project paper 2</td>
<td>10/4</td>
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<tr>
<td>#7 – 10/12</td>
<td>Competitive</td>
<td>Chapter 5</td>
<td>What would you do?</td>
<td>10/11</td>
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<td>Chapter quiz</td>
<td>10/11</td>
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<tr>
<td>#8 – 10/19</td>
<td>Corporate Level Strategy</td>
<td>Chapter 6</td>
<td>What would you do?</td>
<td>10/18</td>
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<td>Chapter quiz</td>
<td>10/18</td>
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<tr>
<td>#9 – 10/26</td>
<td>M&amp;A</td>
<td>Chapter 7</td>
<td>What would you do?</td>
<td>10/25</td>
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<td>Chapter quiz</td>
<td>10/25</td>
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<td>Team project paper 3</td>
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<td>#10 – 11/2</td>
<td>International</td>
<td>Chapter 8</td>
<td>What would you do?</td>
<td>11/1</td>
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<td>Chapter quiz</td>
<td>11/1</td>
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<tr>
<td>#11 – 11/9</td>
<td>Structure &amp; Controls</td>
<td>Chapter 11</td>
<td>What would you do?</td>
<td>11/8</td>
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<td>Chapter quiz</td>
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<td>Team project paper 4</td>
<td>11/8</td>
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<tr>
<td>#12 – 11/16</td>
<td>Test 2</td>
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<td>Test 2 covers chapters 4, 6, 7 &amp; 8</td>
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<tr>
<td>11/23</td>
<td>THANKSGIVING</td>
<td>Time to work ahead!</td>
<td></td>
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<tr>
<td>#13 – 11/30</td>
<td>Leadership</td>
<td>Chapter 12</td>
<td>What would you do?</td>
<td>11/29</td>
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<td></td>
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<td></td>
<td>Chapter quiz</td>
<td>11/29</td>
</tr>
<tr>
<td>#14 – 12/7</td>
<td>Strategic Entrepreneurship</td>
<td>Chapter 13</td>
<td>What would you do?</td>
<td>12/6</td>
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<td>Chapter quiz</td>
<td>12/6</td>
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<td></td>
<td>Team project final paper</td>
<td>12/6</td>
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<tr>
<td>#15 – 12/14</td>
<td>Test 3</td>
<td></td>
<td>Test 3 covers chapters 11, 12 &amp; 13</td>
<td>12/14</td>
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<td>Team Presentations</td>
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<td>Team project presentations</td>
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<td>Team project peer reviews</td>
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<td>Team members peer review</td>
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<td>Canvas course evaluation</td>
<td>12/14</td>
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Learning Goals – Williams College of Business Undergraduate Program:

Critical Thinking
• Learning Goal: WCB graduates will be able to think logically, reason quantitatively, & utilize appropriate analytical techniques & technology when evaluating & making decisions.
  (1) WCB students will collect, evaluate & synthesize information to offer solutions & support decision making.
  (2) WCB students will evaluate & articulate implications of business decisions & their impact on organizational stakeholders, both individually & in teams.

Ethics & Social Responsibility
• Learning Goal: WCB graduates will be able to recognize ethical issues, discern moral implications of decision making, & be prepared, & willing, to serve as responsible & professional members of society.
  (1) WCB students will recognize ethical issues & their implications on personal & business decisions.
  (2) WCB students will demonstrate the skills necessary to analyze information & make informed, ethical decisions in complex, conflicting or ambiguous environments or situations.

Effective Written & Oral Communication
• Learning Goal: WCB graduates will be able to organize, support & communicate ideas clearly & effectively, employ multiple mediums of communication (e.g., written, oral & visual), & adapt communication to audience, context or purpose.
  (1) WCB students will produce business documents & reports demonstrating their ability to organize & communicate ideas clearly & professionally.
  (2) WCB students will make effective presentations, accompanied by the appropriate technology, demonstrating their ability to organize & communicate ideas clearly & professionally, both individually & in teams.

Global Perspective & Cultural Diversity
• Learning Goal: WCB graduates will appreciate the historical & cultural contexts of the world in which they live, demonstrate the competencies required for engaging in global business activities, & respect & value diverse peoples & perspectives.
  (1) WCB students will identify & contrast key attributes of countries’ business environments.
  (2) WCB students will evaluate & integrate global economic, political, technological, environmental & societal issues into their decision making.
  (3) WCB students will integrate the concepts of respect, inclusiveness & valuing all persons into their decision making.

Understanding & Application of Knowledge Across Business Disciplines
• Learning Goal: WCB graduates will be able to evaluate business from an integrative & holistic point of view, leverage the synergies between functional business areas, & demonstrate college-level mastery of their chosen discipline.
  (1) WCB students will demonstrate the appropriate knowledge of accounting, economics, finance, management, management information systems, marketing, quantitative business analytics, international issues, & the legal & social environment of business.
  (2) WCB students will evaluate business problems from an integrative point of view, including diverse business functions, competition & external environment (social, political, economic, & environmental.)
  (3) WCB students will demonstrate college-level mastery of the body of knowledge & skills relative to their major. (To be determined at the departmental level.)

Personal & Professional Development
• Learning Goal: WCB graduates will be well-prepared for their future careers & appreciate the importance of continuous professional development & life-long learning.
  (1) WCB students will articulate career goals, prepare a professional resume, demonstrate behavior-based interviewing techniques & develop a professional network.
Student Learning Objectives for MGMT495:

**How Course Relates to Mission:** This course creates a process which enables students to develop the ability to integrate business function courses, such as marketing, finance, accounting, economics, and management. Via lectures, case studies, group projects and individual assignments, students learn and design strategies for sustainable competitive advantage for all types of organizations in various stages of growth in domestic and foreign markets.

The primary objectives of this course are to develop students’ skills at:
1. Analyzing the external environment of the firm
2. Understanding the internal resources of the firm
3. Realizing the gap between planning and actually implementing the strategy
4. Learning key terminology in strategic management
5. Developing successful teams

We study strategic management to develop a coherent business plan, which is not based on instinct or luck, but based on logic and theory. To do so, we will learn 1) industrial organization economics 2) resource based view 3) transaction cost economics 4) agency theory and other relevant theories. At the same time, students should understand that reality is more complex than what theories describe. Often, we observe that perfect strategic planning does not necessarily mean a successful implementation of a chosen strategy. Stakeholder analysis is especially relevant to explain a gap between planning and implementation. Throughout this course, you will learn how to work as a team, a critical professional skill.

Upon completion of this course, you will have new skills in these critical areas:
- **Critical Thinking:**
  - You will be able to articulate the principles of strategic management.
  - You will be able to analyze the internal organization & external environment affecting a company’s performance.
- **Ethics & Social Responsibility:**
  - You will be able to evaluate corporate leadership styles in the context of ethical decision making.
  - You will be able to choose an ethical course of action when making management decisions.
- **Effective Written & Oral Communication:**
  - Written - You will be able to write a clear, concise analysis of a business situation.
  - Oral - You will be able to deliver a professional business presentation.
- **Global Perspective & Cultural Diversity:**
  - You will be able to research cultural diversity in an international organization.
  - You will be able to compare domestic & global business perspectives.
- **Understanding & Application of Knowledge Across Business Disciplines:**
  - You will discuss cases & articles bringing in relevant information
  - You will integrate your prior learning in a company analysis
- **Personal & Professional Development:**
  - You will complete a written business report
  - You will complete an oral business report